



Year of Mission in Review

Commission on Mission
Highlights

Warthburg

Special Edition 2009

M A G A Z I N E



Dear Friends,

I am pleased to share with you this special Year of Mission edition of the *Wartburg Magazine*. It looks back on the activities and events of this past year, and it recognizes many of the mission-driven programs that make Wartburg unique.

Without a doubt, the Year of Mission was an exciting time to celebrate, explore, and engage Wartburg's distinctive place in American higher education. It also served a valuable role in our Commission on Mission planning process, bringing to campus great thinkers and leaders who have inspired us as we move toward developing a new strategic plan.

In a time of presidential transition, other colleges might have chosen to reassess their mission, but Wartburg boldly affirmed how leadership, service, faith, and learning define who we are now and who we will be in the years ahead. As a member of Wartburg's Board of Regents and the presidential search committee, I can tell you that many outstanding candidates were drawn to Wartburg's confidence in its mission identity, and I am especially excited about the gifts and talents that Wartburg's new president, Dr. Darrel Colson, will bring to advancing our mission.

We all know that Wartburg is special, and memories of the campus, faculty, staff, and friends shape our attachment to the college. Yet the wonderful thing about Wartburg is that buildings and people may change, but we still find unity and consistency in the mission. It is short but deep — Wartburg College is dedicated to challenging and nurturing students for lives of leadership and service as a spirited expression of their faith and learning — and I am certain that with this mission as our guide, Wartburg will be even greater in the years ahead.

Enjoy this remembrance of the Year of Mission and its celebration of what is great about Wartburg College!

Sincerely,

A handwritten signature in black ink, appearing to read "Mike McCoy".

Mike McCoy
Chair
Commission on Mission

Features

Wartburg Magazine
Special Edition — Year of Mission in Review

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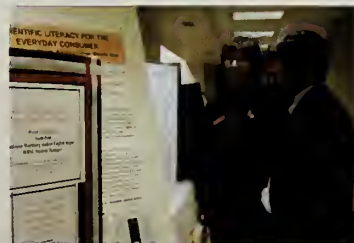


Homecoming 2008 featured activities celebrating the Year of Mission, including a service event that engaged alumni and students in building sheds for Habitat for Humanity. Darryl Meyer '63 of Albert Lea, Minn., and Andrew Carlson '10 of Sioux Center (foreground) work together on constructing a shed as Nick Novotny '12 of Newhall pitches in to help.

Wartburg is a college of the Evangelical Lutheran Church in America.

Wartburg Magazine is published three times per year by Wartburg College, 100 Wartburg Blvd., P.O. Box 1003, Waverly, IA 50677-0903. Direct correspondence to the editor, janeen.stewart@wartburg.edu. Address corrections should be sent to the Alumni Office or e-mailed to alumni@wartburg.edu.

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Wartburg College is dedicated to challenging and nurturing students for lives of leadership and service as a spirited expression of their faith and learning.



Wartburg observes Year of Mission in 2008-09

During academic year 2008-09, Wartburg College celebrated the Year of Mission with a series of special events recognizing the four "pillars" of a Wartburg education — leadership, service, faith, and learning. The Year of Mission highlighted the work of Commission on Mission, a comprehensive strategic planning effort involving faculty, staff, students, alumni, and other constituent groups.

Wartburg kicked off the Year of Mission at Opening Convocation on Sept. 2. Interim President William Hamm '66 chose the theme "Mission: Possible" to frame his opening remarks to new students, faculty, and staff. A variety of events and activities at Homecoming in October also marked the observance.

The Commission task forces on faith and leadership planned events in Fall Term while the service and learning task forces hosted activities in Winter Term. Primary goals of the symposia were to educate and engage participants in the celebration and examination of the four key mission concepts. The symposia took the place of the traditional Convocation schedule.

Throughout the year, the entire Wartburg community focused on the college's historical mission. The Commission process enabled Wartburg to not only affirm and celebrate its mission, but to examine ways to ensure its impact for generations to come.

Commission on Mission:

Wartburg College's Commitment to Living Out Its Mission

Following the successful completion of the Commission Wartburg process in 2007, the Wartburg College Board of Regents gave extensive consideration to the most appropriate process to advance the college's distinctive mission. At Homecoming in October 2007, the Board announced Commission on Mission, a strategic planning initiative designed to engage Wartburg alumni, faculty, staff, and students in an examination of the college's mission and its effectiveness in living out that mission. The Board appointed Mike McCoy, a member of the Board, as chair of the Commission on Mission process.

Participants in Commission on Mission have explored the four key concepts embodied in Wartburg's mission —

leadership, service, faith, and learning. It features broad participation by constituents and shared leadership by the Board, the President's Cabinet, and members of the faculty with the purpose of developing recommendations to the Board that will provide the foundation for a new institutional strategic plan. When President Jack R. Ohle announced his resignation in April 2008, the Wartburg Board of Regents reaffirmed its commitment to the Commission on Mission process to continue shaping the college's ability to fulfill and strengthen its mission.

Commission on Mission was made possible in part through the generosity of the Franklin I. and Irene List Saemann Foundation and Thrivent Financial for Lutherans.

Year One

During the first phase of Commission on Mission in academic year 2007-08, more than 250 alumni and friends participated in 15 summit meetings held across the country. Guided by specific framing questions developed by the Board of Regents, summit participants examined the four mission concepts, reflecting on their Wartburg experience and how they live out those ideals in their personal and professional lives.

In the same year four Commission task forces convened — leadership, service, faith, and learning — to review the summit reports, plan symposia, and develop recommendations for the Board.

Each task force was co-chaired by a member of the faculty and a member of the Board. Membership on each task force included faculty, staff, alumni, and a student, and a member of the Cabinet served as a facilitator. Chair Mike McCoy presided over a Steering Committee consisting of task force co-chairs, Cabinet facilitators, the chair of Faculty Council, and the Commission directors to discuss the planning process and the integration of leadership, service, faith, and learning. A complete list of Commission leadership and task force members appears on page 32.

Year Two

Wartburg observed the Year of Mission during the second phase of Commission on Mission. Academic year 2008-09 featured four symposia on leadership, service, faith, and learning planned by the four Commission task forces.

Faculty, staff, and retirees also participated in a series of focus groups, bringing the number of constituents offering input to the task forces to nearly 600.

Year Three

The Board will receive the task force recommendations at Homecoming 2009 and then enter a strategic planning process that includes the review and prioritization of task force recommendations and identification of goals and other institutional priorities. The Board will charge the new president with engaging the campus, through the existing shared governance structure, in the development of strategies for achieving the Board's vision and goals. As currently scheduled, the president will provide to the Board the final strategic plan for approval at its meeting in October 2010.

Summit Locations

- Des Moines, November 28
- Madison, December 4
- Minneapolis, December 6
- Florida, January 8
- Arizona, January 17
- Kansas City, January 24
- California, February 1
- Texas, February 21
- Cedar Valley, March 12
- Denver, March 28
- Chicago, March 31
- Waverly, April 10
- Waverly (Young Alumni), April 12
- Cedar Rapids, April 17
- Seattle, June 5

Summit Participants

148 males (56 percent) | 114 females (44 percent) | 262 total
Average attendance: 17/summit

Summit Participants by Graduation Decade

Decade	#	%
1940-49	5	2
1950-59	48	18
1960-69	71	27
1970-79	33	13
1980-89	26	10
1990-99	14	5
2000-07	28	11
Friends	37	14
	262	100

Faculty, Staff, and Retiree Focus Groups

Group	#
Faculty	75
Maintenance/dining/security	20
Support staff (clerical)	40
Retiree	75
Student Life staff	25
Administrative staff	25
Total	260

Total Constituent Participation

Task forces	60
Summits	262
Focus groups	260
Total	582

Homecoming 2008 focuses on mission

Wartburg College's Homecoming event, "Paint the Town Orange," Oct. 16-19, was the perfect backdrop for task force members to highlight the four pillars of the Wartburg mission during the Year of Mission. Activities included:



Faith

The Oct. 19 Homecoming Festival Worship Service featured a hymn especially commissioned for the 200th anniversary of the birth of Wilhelm Löhe, founder of the deaconess movement in Lutheranism.

Dr. Karen Black, professor of music, music department chair, and college organist, and the Rev. Dr. Herbert Brokering '45 of Bloomington, Minn., wrote the hymn, *God is Calling, Here I Am*, which was sung by the Wartburg Choir. Black wrote the music and Brokering wrote the text.

"Löhe was a pastor in the Franconian village of Neuendettelsau, Germany. He sent Georg Grossmann and other missionary pastors and teachers to many parts of the world, including Iowa. Grossmann is the founder of Wartburg College," Black said. "The hymn expresses themes of Löhe's ministry: worship as the center of the congregational life and source of service and mission; calling to a life of service; mission to the whole world."

The service also featured the final Homecoming sermon, "Leftovers," by the Rev. Larry Trachte '66, who retired in May 2009 after 35 years as Wartburg college pastor.

For transcripts of some of Trachte's sermons, including his final Homecoming sermon, go to www.wartburg.edu/trachte.

Leadership

Approximately 300 students, alumni, and community members attended the Leadership Symposium dinner on Oct. 17, featuring entrepreneur and businessman Merrill Oster, whose keynote address was "Giving Back: Leadership for Social Change."

"Most of us have watched our 401K retirement plans become 201K plans," said Oster, who founded and led a 30,000-member organization in agribusiness before starting *Futures Magazine*, *Oster Dow Jones Commodity News*, and other financial services organizations. "What is needed are leaders who are honest and willing to serve others. The world needs an army of volunteers to address the needs of the poor, hungry, and homeless. The command-and-control, top-down, self-centered, self-serving leader is a threat to growth and development of future leadership teams that can navigate us through change."

Oster has a bachelor's degree from Iowa State University and a master's degree from the University of Wisconsin, both in journalism and mass communication. He has a doctorate in management and organization leadership from the University of Phoenix.



His volunteer and community experiences have spanned decades. In the 1980s, he led Cedar Falls business owners on the restoration of Main Street Cedar Falls, as well as working with board members to find a new home for Emmaus Bible College in Dubuque.

He stressed that Wartburg has a competitive edge in teaching servant leadership, because of the college's understanding that faith, learning, serving, and leading must be interwoven and necessary for development of integrity and honesty. "The best way to teach servant leadership is to model servant leadership."

Oster outlined four points to achieve that goal: performing a cultural assessment of departments and the college, then creating a program for change; helping students find community and college mentors who are successful servant leaders; and creating a large vision and communicating it in easily understandable ways.

"But we must have the humility to admit we cannot change people from self-centeredness to service-oriented servant leaders. True transformation is the work of the Holy Spirit," Oster said.

To view a video of Oster's presentation, go to www.wartburg.edu/commission.

Service

Joy Hanson and Jena Wynn, student co-chairs of the Homecoming service subcommittee, coordinated a Habitat for Humanity Shed Build on Saturday, Oct. 18. Volunteers built two portable sheds, each approximately 7 feet by 7 feet. Ten Wartburg alumni participated in the morning shed build and eight Wartburg students helped with the afternoon build.

"Jena and I selected the service component because both of us have been involved in service groups and trips in the past. We wanted to do something that was a need in our area, as well as something that would raise awareness about a cause that already had support on campus. Habitat seemed like the perfect group to work with because there was already an established chapter on campus," said Hanson.

Darryl Meyer '63, of Albert Lea, Minn., has worked with Habitat for Humanity for 15 years, serving on his local family selection committee and helping build several homes.

"I was someone who didn't always appreciate the values that Wartburg had to offer," Meyer said. "I decided my public life needed to show a purpose and was determined that my work would be of value to others. That has remained important to me. The privileges that I have been accorded throughout my life require that it be shared with others."

Kevin '00 and Abbie Smith '00, of Urbandale, wanted to work on the shed build because they had both worked with Wartburg's Habitat chapter during their college days.

"We are very active alumni and have participated in various alumni gatherings since graduation but this was the first Wartburg-coordinated volunteer service activity we've done. What motivated us was it was right on campus and we had a desire to help. One benefit we didn't count on was getting to know other alumni and students while we worked together," Abbie said.



Wartburg students and alumni constructed Habitat sheds as part of Homecoming festivities.

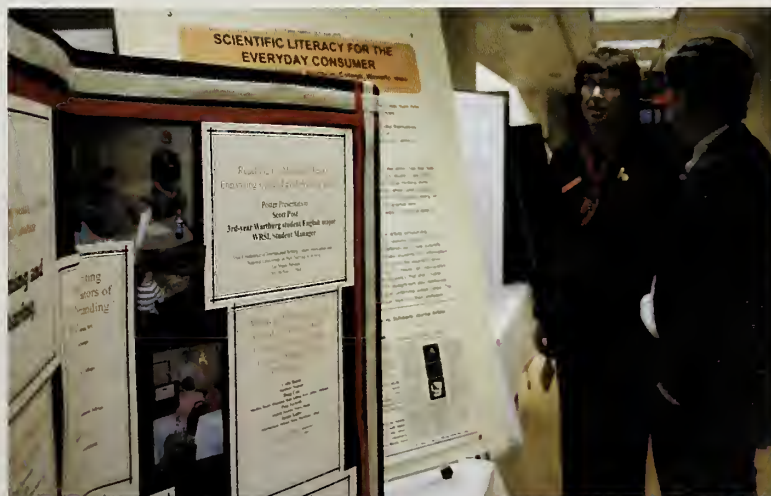
Learning

Alumni, faculty, and students participated in a research poster session on Oct. 16. Twenty-six posters were submitted in the areas of biology, chemistry, physics/math/computer science, psychology, social work, and others.

"The majority of posters were from recent alumni, graduates since 2006. All involved some type of scholarly research. Many utilized traditional research methods to investigate a specific research question; some were applied research studies involving the evaluation of a program or community intervention, a few were case studies of a unique set of social or environmental circumstances and a couple were based on an analysis of literature or other public documents," said Dr. Fred Ribich, professor of psychology, director of institutional research and assessment, and co-chair of the Learning Task Force.

Kamal Herath '91, now living in Sri Lanka, submitted a poster based on his research work in chemistry, which won a 2008 Kanhaiya Memorial Research Award for Applied Research in 2008 from the Sri Lanka Institute of Chemistry.

"Those of us involved in this effort believe that it was worthwhile and successful, especially for our first crack at something like this. We are hopeful this 'Celebration of Learning' can become a regular event associated with our other Homecoming happenings," Ribich said.



Fall events examine Wartburg's role as college of the church

What does it mean to be a college of the church? The Wartburg College Commission on Mission Faith Task Force addressed that and other questions during several special events.

The Rev. Dr. Kathryn Kleinhans, Wartburg professor of religion, religion and philosophy department chair, and co-chair of the Faith Task Force, said the question involved broader questions of faith.

"We were looking at the *institutional* impact and the *individual* impact of being a college of the church. How do we honor the college of the church in a world where not everyone is Lutheran and not everyone is Christian? How we talk about faith needs to change, to expand," she said.

In addition to addressing what it means to be a college of the church, the task force also examined how the Wartburg College experience helps students develop, understand, explore, and articulate their own faith and better understand and respect the faith of others. It also looked at the role of Wartburg College in helping students live out their faith in a multi-faith, global environment.

Khader El-Yateem

The Faith Task Force organized several activities during September and October 2008, starting with pastor-in-residence, the Rev. Khader El-Yateem, pastor of Salam Arabic Lutheran Church in Brooklyn, N.Y., a congregation of the Evangelical Lutheran Church in America (ELCA). His weeklong visit coincided with the anniversary of the Sept. 11 attacks.

El-Yateem grew up as a Christian in Beit Jala, Palestine. He received his master of divinity degree from the Lutheran Theological Seminary in Philadelphia. He was serving his Brooklyn parish at the time of the 2001 attacks



on the World Trade Center in New York City. His church was a haven for Christians, Arabs, and Muslims alike.

El-Yateem moderated a Sept. 11 student panel, "Climates of Fear, Testimonies of Hope and Faith." Students discussed the impact the events made on their lives and worldview.

Panel members included senior Kartika Putri of Jakarta, Indonesia; juniors Andrew Carlson of Sioux Center and Abhay Nadipuram of Waterloo; sophomore Nathaniel Maldonado of San Bernardino, Calif., and alumna Sandra Hansen '00, who was a fifth-grade teacher in New York City when the attacks took place.

Panelists stressed the importance of faith, community, and personal relationships when facing challenging circumstances. El-Yateem concluded we must fight ignorance with hope.

"The desire to learn, to build bridges instead of walls, is going to make our colleges, our communities, our cities much better. We should take this initiative, a climate of hope."

To view the panel discussion go to www.wartburg.edu/commission.

Mark Wilhelm

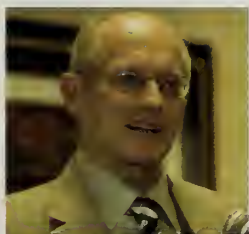
On Sept. 16, the Faith Task Force hosted the Rev. Dr. Mark Wilhelm, associate executive director for educational partnerships and institutions within the ELCA's Vocation and Education unit. His convocation presentation, "The Role of Religion in American Culture," focused on two major changes in today's culture: rhetoric — how we talk about religion and how society thinks about it — and the proliferation of religious options.



View his speech at www.wartburg.edu/commission.

Bob Benne and Tom Christenson

On Sept. 30, Drs. Robert Benne and Tom Christenson participated in a point-counterpoint discussion, moderated by the Rev. Larry Trachte '66, Wartburg college pastor, on what it means to be a college of the church.



Benne, director of the Center for Religion and Society at Roanoke College in Virginia, a college of the ELCA, previously taught at The Lutheran School of Theology in Chicago. He has written on numerous topics related to Lutheran ethics and social thought. Among his books is *Quality with Soul: How Six Premier Colleges and Universities Keep Faith with Their Christian Traditions*.



Christenson, professor of philosophy at Capital University in Columbus, Ohio, taught at Augsburg College and Concordia College and is founding editor of *Intersections: Faith+Life+Learning*, a journal for and by ELCA college and university faculty and staff members. His recent book is *The Gift and Task of Lutheran Higher Education*.

The discussion can be viewed at www.wartburg.edu/commission.

David Miller

The final Faith Task Force event was the Celebration of Faith on Oct. 30, featuring the Rev. David Miller, former editor of *The Lutheran* magazine. Several student groups also performed.

"In our discussion about events, it seemed we needed something to close our events that was celebratory in nature. We discussed having a worship service, but decided to have a Celebration of Faith, integrating the arts into one celebration," said Celebration of Faith chair Dr. Karen Black, professor of music, music department chair, college organist, and Faith Task Force member.

Ordained in 1980, Miller served congregations in Nebraska and Kansas before joining *The Lutheran* as senior editor in 1987 and editor from 1999 to 2005. He is culture editor for the *Journal of Lutheran Ethics*, an online publication of the ELCA.

Miller was dean of the chapel and Cornelsen Director of Spiritual Formation at The Lutheran School of Theology in Chicago. He accepted a call to St. Timothy Lutheran Church in Naperville, Ill., in summer 2008.

"Rev. Miller is known as an inspiring storyteller. He told a variety of stories, which demonstrated the presence of God in his life; a story about his childhood dog; of a scene outside a coffee shop window in Chicago; of watching a starving child in Somalia," Black said.

Groups that performed included the Gospel Choir, directed by Terrence Swims; a poem by Nathaniel Maldonado; Wartburg's liturgical dance group, Psalm 149, and the men's octet, Festeburg.

"The combination of stories, music, dance, and poetry entwined in a way beyond what was planned. It was a very powerful evening," Black said.



Wilhelm reviews changes and challenges in religion

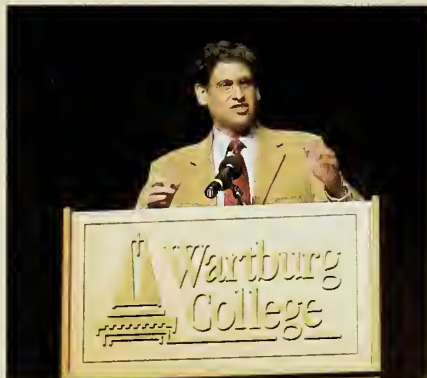
When the Rev. Dr. Mark Wilhelm looked at colleges in the late 1960s, he didn't look very far.

"We didn't shop for colleges; we didn't have a sense there was a universe of colleges out there. We applied to places we were expected to attend," said Wilhelm, associate executive director for educational partnerships and institutions of the Evangelical Lutheran Church in America's Vocation and Education unit. "Today students apply to 12 or more colleges. People now are more willing to check the options."

Wilhelm, who served as adviser to the task force that produced the ELCA's social statement, "Our Calling in Education," spoke on "The Role of Religion in American Culture" during the Sept. 16 convocation.

Wilhelm received a political science degree from St. Olaf College in Northfield, Minn., and a master of divinity degree from Luther Seminary in St. Paul, Minn. After serving as a parish pastor in Baltimore, Md., and Brooklyn, N.Y., he earned a Ph.D. in church history at Union Theological Seminary in New York.

"Why is applying to a college a symptom of change? When Wartburg organized — or any college did — most were organized to benefit a particular religious group. Even public colleges functioned the same way, to serve a generic



Protestant public. Much of secular higher education today is an extension of those historically Protestant public schools," explained Wilhelm, whose scholarly work includes writings on how congregations maintain their identity in the face of membership decline.

"In the 1960s, America was largely Protestant or Catholic. Certain schools served certain constituents. It was a rare person who crossed the barriers and went to another organization's school. You went where you belonged, including religious colleges. People kept to themselves. Religion functioned in a closed and parochial way."

Religion now plays a larger role in society. Wilhelm cited last year's forum with presidential candidates John McCain and current president Barack Obama at Saddleback Church in California. Church founder and author Rick Warren quizzed the candidates about their faith and how it related to issues such as abortion and gay marriage.

"In America, religion has the power to convene the highest leaders to talk about major issues of our day. This is culturally significant," Wilhelm said.

Religion has changed in two major ways in the past 20 years: a change in rhetoric and a proliferation of religious options.

"Regarding rhetoric, there is a turn toward favoring the individual instead of the collective. Look at labor unions and the government — they've fallen out of favor. Enron, the response to Hurricane Katrina, the meltdown in the mortgage industry — these are symptoms of the loss of a sense of our shared responsibility. The tide hasn't turned entirely, but it's getting there. Some people say, 'I'm spiritual, but I'm not religious.' This language labels faith that's individual, not collective. People see problems with organized religion," he explained.

Wilhelm cited several factors affecting proliferation of options, among them the information revolution, the democratization of authority (everybody gets to decide), and ethnicity, involving both the decline in some traditional demographic groups and the rise of new ones.

Despite these changes and challenges, Wilhelm emphasized, "Religion matters! You have to 'get religion,' to know its role in society whether you yourself practice religion or not. At its best, religion provides a conscience and a context through which we conduct our best moral deliberation." He left his audience with this charge: "Claim your religious heritage and understand what that means."

Following the convocation, Wilhelm also held SWOT (strengths, weaknesses, opportunities, and threats) sessions with faculty, staff, and first-year students.

Wartburg continues to live out founder's vision for church vocations

Although named after a castle in Germany, Wartburg College's origins began in a small Bavarian village, Neuendettelsau, where pastor Wilhelm Löhe lived out his calling to ministry.

Löhe was a prolific writer, preacher, and community servant. He coordinated the building of an orphanage, hospitals, schools, and a motherhouse for deaconesses. But he knew his calling would extend beyond the borders of the tiny village. Many Germans were leaving the country to start over in America. While land here was plentiful, Lutheran pastors and teachers were not.

In 1852, Löhe sent Georg Grossmann, a young teacher, to establish a seminary in Saginaw, Mich. After a falling-out between Grossmann and the Missouri Synod, Grossmann moved the school several times before settling in its permanent home in Waverly in 1935.

While Wartburg College now offers more than 50 academic majors, a commitment to church vocations has always been the backbone of the college.

The Religion and Philosophy Department offers majors and minors in religion, philosophy, and church music. The church music major is an interdisciplinary program developed by faculty in the religion and music departments.

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Two theologians debate issues of Lutheran college identity

What does it mean to be a college of the church?

Two prominent Lutheran scholars, Drs. Robert Benne and Tom Christenson, addressed this question during a convocation moderated by the Rev. Larry Trachte '66, college pastor and Moehlmann Chaplaincy Chair.

Although they differ on the best strategies for maintaining the identity of Lutheran colleges, the two scholars expressed more commonalities than conflicts.

"College of the church' has lost its meaning over the years," Benne said. Finding "hostility toward anything Christian" when he arrived at Roanoke College in 1982, he began studying the phenomenon of secularization at Christian colleges and universities. "Some of them have been secularized, but Wartburg has not; faith plays an important role at Wartburg."

Christenson's experience began with his undergraduate days at Concordia College in Moorhead, Minn.

"It never occurred to me to ask what it means to be a Lutheran college. If somebody had asked me, I would have said, 'We don't do this, and we don't do that,' things like dancing. When I went back to teach at Concordia, I decided I wasn't happy with those negative answers," he said. Positively speaking he asked, "What do we do that makes us a Lutheran college?"

Christenson said the "for us, by us" model of higher education, founded by Lutherans for Lutherans, no longer works well for the ELCA. He favors using Luther's idea of vocation as a foundation for what it means to be a college of the church.

"Luther used 'vocation' to apply to work everybody does that serves the needs of their community: the milkmaid has a vocation, the person who cleans the streets or the mayor of the town. Anybody who serves a need is doing God's work," Christenson said. "How does that apply to education? How does that shape our thinking about what colleges might do? In a global society, if asking those questions influences what we teach and how we teach, it ends up making a difference."

Benne added that a Lutheran institution also has to have a living relationship to its theological and intellectual heritage.

"Every major public institution talks about service; if it's not something more, then 'vocation' loses its texture and thickness. There's an intellectual heritage that has to be passed on," Benne said. "It's important that the Bible be taught, Lutheran theology be taught, Christian heritage and Christian ethics be taught. I get nervous if it's just service talk because I see that in every other institution. There needs to be something more that has to be transmitted."



The Sept. 30 convocation marked the first time Drs. Benne (right) and Christenson (left) appeared together to discuss issues related to being a college of the church.

Both scholars agreed that becoming too generic is a danger facing today's Christian colleges. The pressure to transfer credits easily from one institution to another can result in "generic professors teaching generic courses toward generic degrees. If you go in that direction," Christenson said, "it spells disaster for colleges like ours because the only thing you have to offer is selling cheap, and you end up competing with the educational Wal-Marts of the world. It's a temptation we have to resist. If we lose our identity — and that identity is not just frosting on the cake, but a difference in the way we think about what we're learning and teaching — then we have lost something very essential."

Benne and Christenson agreed education should be done differently at a college of the church, but highlighted different methods.

For Christenson, asking vocational questions is key. "An example is the law profession, which has become so focused inward in terms of language and processes. What difference does being a college of the church make to the way law is taught? The question is: Does it serve well the needs of those who come to it in greatest need? You might raise the same question in the health profession or our public education system," Christenson said. There's a qualitative difference between educational training for a job and educational formation for a calling, he concluded.

Benne focused on critical engagement with the Christian intellectual tradition within the classroom. He illustrated this approach by recounting a story from his undergraduate days in an astronomy classroom at Midland College. The professor "splashed the heavens on the ceiling and he'd say, 'The glory of God.' He taught me that you can believe in geological evolution and biological evolution and be a Christian. Those are the kinds of things that make a classroom different at a Christian college. It doesn't mean you give up the normal teachings, but you add to it those further questions from a Christian point of view," he said. "I believe that if you push any field to its microcosmic level or its macrocosmic level, theological questions come up."

"The church music major intends to prepare students to go one of three directions when they graduate: straight into church work as a church musician, off to seminary for theological study, or off to graduate work in music, for example, a master's degree in Sacred Music. We believe this is another way the college supports the mission and ministry of the wider church," said the Rev. Dr. Walter "Chip" Bouzard, professor of religion.

To enhance their religion major, students may also choose to concentrate in areas of camping ministry, urban ministry, youth and family ministry, and pre-seminary.

"Youth and family ministry is probably the biggest right now and that's been growing over the last 10 years. There are more opportunities for people to work with youth and families, to equip kids who are willing to have conversations about faith and the Bible. There's been a broader interest," said

the Rev. Ramona Bouzard, then director of church relations and associate in campus ministry, now dean of the chapel.

Students' plans may change during their college years or after, so Wartburg's church vocations programs are designed to provide students with a solid foundation and a good deal of breadth, said the Rev. Dr. Kathryn Kleinhans, professor of religion and chair of the Religion and Philosophy Department.

Students also may obtain a second major in religion or philosophy to complement another area of study.

Second-year student Jessica Schenk, a double major in social work and religion, came to Wartburg intending to major in history education.

"I realized I was being called to serve the people in this world on a different level. Now as a religion

major, I'm continuing, with the support of my community, to discern that call. My campus ministry involvement and experiences have been the glue that's bringing all the pieces of my life together to form who I am meant to be," said Schenk, who is from Canon City, Colo.

Students can also obtain certification in areas of global service and Christian education.

"The majority of our religion faculty have served in congregational ministry, so they also know how the theology hits the road. They all come from different perspectives and that's a great plus for our students," Ramona Bouzard said. "Our programs are superior, and that's been supported by the ability to expand our programs and training for our faculty and staff. Our mission statement holds us together in ways we don't realize."

To learn more, go to www.wartburg.edu/religion.

Religion and science topics stimulate lively discussions

For centuries, the popular belief was science and religion were diametrical opposites — those who believed in evolution didn't believe in God and those who believed in God didn't believe in evolution.

Today the line between science and religion has blurred.

Ian Barbour's 1965 book *Issues in Science and Religion* has been credited with creating the field of science and religion.

He received the 1999 Templeton Prize for Progress in Religion for his efforts in creating dialogue between scientists and theologians.

"Barbour believes religion ideas and science ideas together can create a single grand understanding of the world, not 'This is your kingdom and this is my kingdom.' The final perception has some components that are science and some components that are religion," said Dr. Daniel Black, professor of physical and engineering sciences and member of the Faith Task Force.

For several years, Wartburg College has taught an interdisciplinary course that examines the historical and contemporary points of conflict, the convergence in science and religion, including evolution, and other issues.

Currently taught by Black and Dr. Brian Jones, associate professor of religion, the class was originally designed by Dr. Warren Zemke, now

emeritus professor of chemistry, and the Rev. Dr. Walter "Chip" Bouzard, professor of religion, and made possible through an award received from the John Templeton Foundation.

"The kind of person who responds thoughtfully to the science/religion interaction is comfortable with just about any sort of issue."

— Dr. Daniel Black

"Scientifically trained students don't realize there's a way to accommodate these two views. We have some students who are itching for a fight but quite a few who need somebody to help them, based on what little they've heard as an irresolvable issue. It's a real growth opportunity," Black said. "The kind of person who responds thoughtfully to the science/religion interaction is comfortable with just about any sort of issue."

"A lot of students leave the course with a sense of dissatisfaction. If they came in looking for the answers, we try to show them how difficult, how complicated it is. I have students say at the end of the course, 'I thought I knew what I believed but now I don't.' Then I think we did our job," Black said. "It isn't about convincing people they're wrong or giving them ammunition to show they're right. It's

to give them a sense of how complicated it is. But the resolution of this? We won't resolve it."

Two years ago, Wartburg hosted a symposium on "Evolution and Intelligent Design" for science educators and administrators struggling with the issue in public school systems. Sponsored by Iowans for Religion and Science Dialogue, the purpose was to clarify the causes of the conflict between science educators and those who want intelligent design taught in public schools. With grant money from the Templeton Foundation, Wartburg also produced a DVD and study guide.

The symposium included breakout workshops, featuring topics such as understanding intelligent design, a history of the conflict between science and religion, and interpreting biblical creation stories.

Black would like to see Wartburg establish a center similar to Iowans for Religion and Science Dialogue where such issues could be further explored.

"When we're being respectful to the Lutheran tradition, we try to think in terms of both/and rather than either/or. That approach hasn't been well-explored and is one of the things I'd like to see happening — using the particular tradition out of which our institution grew and stake out the approach which reflects who we are. I think we're at the beginning of creating a climate of how to do that."

Campus Ministry programs adapt to changing student needs

During the 1960s and early 1970s, Wartburg College resembled many other college campuses. Students were protesting — the war in Viet Nam, unrest caused by the civil rights movement, the Selective Service draft debate — and rallying around emerging social issues such as feminism.

Students who came to Wartburg looking for a place to express their faith most likely felt their needs overshadowed by the social consciousness of the times.

"The '60s were a wild and tumultuous time. There was campus ministry but it went off on a social justice bent; you attract a certain group of students who have peace and justice in their heart, are against the war in Viet Nam, those kinds of things," said the Rev. Larry Trachte '66, who retired in May after serving as Wartburg college pastor for 35 years. "The more traditional students didn't identify with that and they tended to go off on their own. By the time I came to Waverly in 1970, the worshipping community was only 15 to 25 students on a Sunday morning."

Times have certainly changed and so has Wartburg's Campus Ministry program.

During any given week, Trachte said, there are approximately 250 students directly involved in campus ministry, whether it's through worship services; leadership opportunities in areas of worship, music, drama, planning, or hospitality; or writing for *A Knight's Armor*, a student-published magazine. Students can also grow their faith through weekly Bible studies and Fellowship of Christian Athletes.

On campus, students can attend weekday chapel on Mondays, Wednesdays, and Fridays; Wednesday night Eucharist; Festival Worship on Sunday mornings; and the Gate, a contemporary service which is every other Sunday night. Additionally, there are numerous off-campus worship opportunities each week.

Students can also participate in service trips or join Faith Expression groups, such as Gospel Choir; Manna/Hunger Advocacy and Education; Psalm 149, a liturgical dance group; Catholic Knights (for but not limited to Catholic students); Adopt-a-Grandparent, and Faith Alive, a fellowship and outreach to youth.

The Campus Ministry Board is the umbrella organization to coordinate and support ministry on campus. It also governs the college's chapter of Habitat for Humanity, led by Pat Bonnet, a third-year accounting major from East Moline, Ill.

"The goal of Habitat is to raise awareness of the need people have and to spread love and kindness. The Wartburg HFH chapter is somewhat small, but we do a ton of service. Most of the work is done at Heartland Hills, which is a retired military housing area just outside of Waverly. Two houses were dedicated before Christmas," said Bonnet. "We also raise money by doing 'no-shower' campaigns and a cardboard box sleep-out during St. Elizabeth Week in November."



Gospel Choir is one of many Faith Expression groups on campus.

Another service project, Feed My Starving Children, which provides nourishment to impoverished infants and children, received a 2008 Student Leadership Award and \$5,000 grant from the Jenzabar Foundation in Boston. Wartburg College received the honor for work done during the 2008 Spiritual Emphasis Week when more than 500 volunteers worked more than 1,000 hours packing 110,000 meals. This year's effort involved more than 1,100 volunteers packing 185,000 meals.

Campus Ministry also has a peer 'care' program, Peer Helpers, said the Rev. Ramona Bouzard, director of church relations and associate in campus ministry who will assume Trachte's duties as dean of the chapel. Peer Helpers are nominated by faculty or staff and trained to strengthen their understanding of others in order to make the Wartburg community a more welcoming place for students.

Jessica Schenk served this past academic year as a peer helper. The second-year student majoring in social work and religion also served on the Campus Ministry Board and worked on several service projects.

"When students are having a rough time they can come to us and discuss with someone their own age whatever may be going on within a confidential setting. The program is gaining momentum and it's becoming a real asset to our Wartburg community," said Schenk of Canon City, Colo. "My campus ministry involvement and experiences have enriched my understanding of myself, my faith, and the world around me. I think that journey of understanding is an integral part of the Wartburg experience."

Trachte said it's hard to judge campus ministry's impact, but over the years he has received numerous e-mails from former students, telling him the difference it made in their lives.

"We have great students to start with, but by the time they graduate, we have successfully helped them expand their horizons and think transcendently beyond themselves. We're a small enough community that there's an atmosphere of service, of care, of tone. Our campus ministry is what helps make Wartburg Wartburg," Trachte said.

For more information on Campus Ministry, go to www.wartburg.edu/campusministry.

Leadership

October activities lift up integration of leadership with other mission concepts

The Leadership Task Force, devoted to studying Wartburg College's commitment to leadership, hosted several events during Homecoming Week in October, beginning with an Oct. 17 dinner featuring entrepreneur and businessman Merrill Oster, who spoke on "Giving Back: Leadership for Social Change."



Merrill Oster

Oster spoke of the need, particularly in the current economic climate, to have leaders who are "honest, humble, and serve others before self. The seminal teaching is Scripture, so Wartburg has a competitive edge."

"We wanted to bring in someone who had enjoyed success in a leadership role," said Leadership Task Force co-chair Dr. Fred Waldstein, professor of political science, Burling Chair in Leadership, and director of the Institute for Leadership Education. "Merrill has started some leadership organizations that are very much faith-based."

Oster also served as leader-in-residence, speaking to first- and second-year students in Dr. William Withers' class, "Elements of Leadership." Oster and class members discussed the relationship between leadership and faith. He also spoke to Dr. Mariah Birgen's Scholars Program class.

"I was very impressed with the level of commitment to service exhibited by Wartburg students. It is very encouraging to see the way Wartburg is

"I was very impressed with the level of commitment to service exhibited by Wartburg students."

— Merrill Oster, founder of Pinnacle Forum in Scottsdale, Ariz.

integrating leadership, learning, faith, and service into a balanced educational program and the way students are responding," said Oster, founder of Pinnacle Forum in Scottsdale, Ariz. "The character development that is taking place will create a new wave of ethical leaders devoted to serving others rather than self. This cadre of servant leaders will make a difference in the challenging world they will shape."

View Oster's speech at www.wartburg.edu/commission.



StrengthsFinder®/Social Change Wheel

More than 500 first-year students in Inquiry Studies 101 classes participated in an event on Oct. 20, using the Social Change Wheel, adapted by the Career and Community Learning Center at the University of Minnesota, and the StrengthsFinder® tool for identifying personal strengths, developed by the Gallup Organization, based on research by Donald Clifton from the University of Nebraska. The StrengthsFinder® tool is an online questionnaire. Upon completion, students receive a report listing their top five strengths from 34 themes, such as achiever, arranger, developer, learner, relater. Students brought their reports to the Hoover Field House and Track in the Wartburg-Waverly Sports & Wellness Center where the Social Change Wheel was visually taped on the floor to organize students by the various social change categories.

The event's objectives were to deepen student knowledge of the Social Change Wheel and how they can be leaders in each area; explore the value of the StrengthsFinder® tool; and allow students to make recommendations to the Leadership Task Force for how Wartburg can assist students in developing leadership skills for social change.

Alumni Panel

On Oct. 21, Waldstein moderated a panel, "The College Mission: An Alumni Perspective Over Time," with alumni from four decades who discussed their leadership experiences and how they relate to the four elements of the Wartburg mission — leadership, service, faith, and learning. Alumni panelists were Erv Janssen '58, a retired psychiatrist and chief of psychiatry at Children's Medical Center in Tulsa, Okla.; Ed Scharlau '61, a retired executive with 3M Corporation, now living in Austin, Texas; Peggy Flathmann '76, director of educational services in Fridley, Minn.; and Karen Thalacker '88, lawyer with the Gallagher, Langlas and Gallagher law firm in Waverly. She also serves as a lecturer in political science and business law at Wartburg.

The panel discussed how their Wartburg education helped them become effective leaders; how the four pillars of the mission complement each other; what experiences young people should pursue to develop their leadership skills; and what is the one thing they know about leadership development that they wished they would have known while in college.

To view the panel discussion, go to www.wartburg.edu/commission.



Panel members also participated in class discussions in "Leadership Theories and Practices" and "Leadership Portfolio Seminar," both for third- and fourth-year students, where the focus was the relationship between leadership and learning. From left: Karen Thalacker, Peggy Flathmann, Ed Scharlau, and Erv Janssen.

First-year students identify strengths through IS 101 exercise

What would happen if we studied what is right with people instead of what is wrong with them?

That is the basis for Dr. Donald Clifton's StrengthsFinder® assessment. Known as the "Father of Strengths Psychology," Clifton believed people spent more time trying to fix their shortcomings rather than develop their strengths, so he developed a tool for people to uncover and develop their natural talents.

At Wartburg, what began as an experiment with students in the Leadership Certificate Program has expanded to help all first-year students not only determine their strengths but to learn how to best develop them throughout their academic career.

"The Leadership Task Force met with students in the Leadership Certificate Program and asked what had been important in their understanding of leadership and their growth as leaders. One of the program's highlights was using the StrengthsFinder® tool," said Dr. Lake Lambert, professor of religion and director of Wartburg's *Discovering and Claiming Our Callings* initiative.

Last fall, more than 500 first-year Wartburg students participated in an activity, integrating the StrengthsFinders® and the Social Change Wheel.

"The IS 101 course already used the Social Change Wheel, so a group of faculty on the task force designed this integrated activity. The added benefit was the task force would receive feedback from first-year students about how the college might help them develop as leaders," said Lambert, who is an IS 101 instructor.

The Social Change Wheel provides models of community involvement for specific strengths. Each student was to find their spoke on the wheel and provide examples of how to practice that strength. For example, under the area, "socially responsible," the wheel lists activities such as taking public transportation, recycling, and shopping at stores which give back to their communities.



Following the Social Change Wheel exercise, students were asked to identify how Wartburg could help develop that strength and submit their responses to their IS 101 instructor. Instructors then developed assignments following the exercise.

"StrengthsFinder® represented a significant portion of the IS 101 class syllabus, looking at societal issues. I want students to look at themselves and discover how they will be a liberal learner. This should be an important piece of that first year," said Dr. Lynn Olson, professor and department chair of mathematics/



computer science/physics, IS 101 instructor, and member of the Leadership Task Force.

"A lot of the students could see themselves at certain stages of leadership but they hadn't considered the other possibilities. StrengthsFinder® helped them reflect on where they were at and what was possible," Olson said.

Distinguished alumni reflect on leadership and Wartburg mission

A retired chief of psychiatry. A retired 3M Corporation executive. An educator. A lawyer.

Different decades, different backgrounds, different career paths, different experiences. All with one common thread: The role Wartburg College had in molding them into effective leaders.

Four Wartburg alumni, chosen for their leadership and service records, reflected on their leadership experiences and how they related to the other concepts in the Wartburg mission during an alumni panel in October hosted by the Leadership Task Force.

"Each person represented a decade of education at Wartburg. The purpose of the panel was to illustrate to our current students that Wartburg alumni are making a difference in their professions, churches, and communities and how their Wartburg education was a foundation for them and how it shaped their calling or approach to life," said panel moderator Dr. Fred Waldstein, professor of political science, Burling Chair in Leadership, director of the Institute for Leadership Education, and co-chair of the Leadership Task Force.

Panelists were Erwin Janssen '58, Ed Scharlau '61, Peggy Flathmann '76, and Karen Thalacker '88.

"These alumni have distinguished themselves as living examples of the Wartburg mission," said Waldstein. "They provided important messages for our students as they consider leadership roles in their future professions and personal lives."

Janssen, retired chief of psychiatry at Children's Medical Center in Tulsa, Okla., helped form the Partners in Mission program, a cooperative venture of Fellowship Lutheran Church in Tulsa and the Lutheran Church in Guyana, South America. He regularly leads mission groups to Guyana.

Scharlau, retired executive with the 3M Corporation, now lives in Austin, Texas. He is board chair of the Lutheran Foundation of the Southwest and has coordinated several service and fundraising projects through his church,

including the "Water to Thrive" project in Ethiopia and "Feed My Starving Children."

Flathmann, director of educational services in Fridley, Minn., supervises personnel, curriculum and instruction, technology, and quality control and systems and has held many positions in public education.

Thalacker, Wartburg political science and business law lecturer, is an attorney with the Gallagher, Langlas and Gallagher law firm in Waverly. She is president-elect of St. Paul's Lutheran Church in Waverly and past chair of the St. Paul's School board of directors. She won the 2007 Honors Award for the National Parenting Publications competition for her book, *Knitting with Gigi*.

Panelists discussed experiential learning beyond academic subjects; understanding the difference between tolerance and acceptance; the importance of mentoring, risk-taking, and developing communication and leadership skills; and how the concepts in the Wartburg mission complement each other.

"Wherever you come from, you come to a safe place where people care about you. Everybody wants you to do well," said Thalacker about Wartburg. "Wartburg gives you the confidence that it's OK to fail. If leadership was easy, if your outcome was always certain, everybody would be a leader. There are risks to putting yourself out there. Wartburg gives you a place to celebrate when things go well, but it also gives you a safe place to land when things don't."

Scharlau discussed how life experiences develop leadership skills.

"Being at Wartburg was a whole new series of relationships that allowed me to find my talents and develop thoughts about leadership. I found out I had some skills. You need to try different exposures to things and you will learn from people who are experienced."

All the panelists agreed that faith was the foundation on which the other mission concepts — leadership, service, and learning — operated, but any one of the pillars could not effectively operate without the other three.

"Learning would just be academic, if it weren't for faith," Janssen said.

Scharlau added, "You can't serve without learning, you can't serve without faith, you can't serve without leadership. Serving people instead of things comes into play because that develops the idea of spiritual growth."

High school students discover leadership skills through summer program

Tara Hamilton was only nine months old when her parents divorced. She rarely saw her dad, characterizing their relationship as 'blah.' "I always hated the 'Daddy's Little Girl' slogan and resented girls who displayed it. I'd even get gag gifts from people because they knew it got to me," said Hamilton, a first-year student from Roland, majoring in elementary education.

Instead of allowing that resentment to control her life, Hamilton found healing through Wartburg's High School Leadership Institute (HSLI).

HSLI allows high school juniors to practice leadership skills at a summer program at the college, which includes a community service project students must design and implement during their senior year.

"Before HSLI I went to South Carolina to visit relatives. An aunt's friend told me about a program he and his daughter were in and some of the things they did together. This got me thinking how much I would have loved that as a little girl," Hamilton said. "My HSLI mentor, Jess Burrier, helped me realize I could start such a program in my hometown."

Hamilton's project, "Daddy and His Little Girl," included monthly activities for 5- to 10-year-old girls and their fathers. Each month featured a different activity, such as a scavenger hunt, making friendship bracelets, a pumpkin carving contest, bowling, ice skating, and date night. The project culminated in a prom, complete with decorations, disc jockey, princess cake, and photo station. Each girl also received a princess crown.

"I told them each girl is a princess to her daddy so each girl is a princess at our prom. The girls' eyes lit up. So many tears came to my eyes that night," said Hamilton, who is an HSLI mentor for the 2009 summer program.

Another sustained HSLI project is Art Walk, developed and implemented by Jennifer Jones, a third-year student from Waverly. Jones, who participated in the 2005 HSLI, partnered with the Waverly Chamber of Commerce and the Waverly Leisure Services Department and brought in 30 artists from Iowa, Wisconsin,

Minnesota, and Illinois. Now in its fourth year, Art Walk has become a community favorite held each May.

Jones says she comes from an "artsy family" and got the idea from her grandfather. "My dad is a ceramic artist, and I've gone to art shows since I was little. I met with the former director of the Charles City Art Show and picked his brain and talked to Jerry Cowger, who is a sculptor, and he said, 'If you put on Art Walk, I'll participate,'" said Jones, a public relations and Spanish major and an HSLI mentor.

The weeklong institute includes team-building activities and service projects to challenge students' leadership and service skills, said Jeff Beck, former HSLI coordinator. Students also travel to Chicago to work with Holy Family Lutheran Church members in the Cabrini Green housing project, helping to rehabilitate low-income housing.

Dr. Fred Waldstein, Burling Chair in Leadership and director of the Institute for Leadership Education, wrote a \$100,000 grant proposal to Thrivent Financial for Lutherans to initiate the first HSLI in 2005.

Students successfully completing the projects and portfolios earn a course credit and are eligible for a \$1,000 renewable scholarship if they attend Wartburg.

For more information on the High School Leadership Institute, go to www.wartburg.edu/youthleader.



Art Walk is now an annual spring event in Waverly.

Unique intergenerational program helps “build community”

A Chinese proverb says, “Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.”

Through a partnership with Wartburg students, sixth-graders at Washington Irving Elementary School and St. Paul’s Lutheran School experience that proverb firsthand.

“Students learn about different organizations, businesses, and your next-door neighbor. They learn about how their civic duties and the gift to give back can help build community by volunteering and learning more about their contribution to society,” said Lynn Brown, sixth-grade teacher at St. Paul’s School.

The partnership, “Community Builders: Fostering Intergenerational Civic Engagement,” began in 2001 through a grant from the Consortium for the Advancement of Private Higher Education.

“I’ve been a part of Community Builders since its beginning,” said sixth-grade teacher Maxine Borglum ’74, who has been at Irving School for 24 years. “It fits well with Wartburg’s mission of service to communities and the world. It helps sixth-graders realize not only what service is, but that they have already done service work in their communities.”

Initiated by Dr. Fred Waldstein, Burling Chair in Leadership, professor of political science, and director of the Institute for Leadership Education, the project’s goal is to use community members’ assets to build and strengthen the community.

“Our general purpose is to help people become more and better informed citizens by talking about the importance of community and practicing the skills that can help build (and in the case of the recent weather-related events, re-build) communities,” said Bill Soesbe, school partnerships coordinator in the Center for Community Engagement who handles the program’s logistics and implementation.

Participating Wartburg students must take the “Leadership Theories and Practices” class from either Waldstein or Dr. Kevin Fiene, associate professor of education. Community Builders works to build intergenerational learning communities, addresses specific educational needs and interests of all project participants, and uses those specific skills and talents on various projects.

“Kids today have it tougher than past generations, so we must equip them to face the tough choices and teach them to be responsible citizens. As much as possible we need to prepare them to live in a society that is continually changing,” said Brown.

Six to eight sixth-graders are placed in a “neighborhood” with two Wartburg student leaders and one adult volunteer. Each neighborhood meets five times a semester. Each meeting incorporates a variety of activities associated with that week’s lesson. Lessons include ice breakers, vocabulary development, content work, a variety of team-building aspects, and reflection opportunities.

In the Fall Term, each neighborhood visited a business or organization and then went back two weeks later to perform a service for that organization. Sites included Waverly-Shell Rock Sport Boosters, Waverly Health Center, City Hall, and Waverly Public Library.

Winter Term neighborhoods engaged in an international service project for Self-Help International, founded in Waverly in 1959 by Vernon Schield, to alleviate world hunger and poverty. Sixth-graders studied about Nicaragua and Self-Help’s role and presence in the country.

Participants stuffed envelopes going to potential donors about Self Help, assembled toys, and created education and sanitation resource kits for Nicaraguan children.

“We studied Latin America, so the service project fit well with our curriculum, while helping students learn about a local organization that influences other communities in the world. It made the global world seem much smaller and emphasizes the importance each and every one of us has in the world,” Borglum said.

A new dimension was added to the program this year. During May Term, Waldstein took a leadership class to Nicaragua where the students helped distribute the kits that were made during the Winter Term to the Nicaraguan students. In addition, they worked to improve conditions for the children’s centers by painting, cleaning, and building cooking stoves. According to Waldstein, “It seemed appropriate to try to close the loop by actually taking students to Nicaragua and sharing directly our Community Builders mission. The work of our students allowed us to practice community building on a global scale, which was an appropriate complement to what we do in the local communities of Waverly and Shell Rock.”

As a testament to the program’s success, Soesbe, Waldstein, Fiene, and Irving School teacher Erin Bremer ’07 presented the Community Builders initiative at the second International Conference on Service-Learning in Teacher Education in Ireland this summer. Bremer has the unique experience of participating as both a student in the leadership class and now as a sixth-grade teacher.

To find out more, go to www.wartburg.edu/cce and click on the Community Partnerships link.



Leadership Certificate Program adds value to Wartburg degree

Leadership and learning are indispensable to each other.

— John F. Kennedy

Kennedy made that statement decades ago, but its meaning hasn't faded. In fact, understanding the link between leadership and learning has become more relevant today.

"I realized I have a calling to work with students in higher education and all the leadership opportunities I've had helped me toward this goal."

— Vern Klobassa '07

In the late 1980s, the Wartburg College Board of Regents made a commitment to support leadership and learning by creating the Burling Chair in Leadership and the Institute for Leadership Education. Faculty and staff were charged with establishing a leadership development program for Wartburg students.

"Early on it was decided that leadership education should intentionally complement the mission of the college and complement curricular offerings by adding value to the extant major disciplinary offerings of the college. This led to a particular definition of leadership: 'Taking responsibility for our communities and making them better through public action,' that complemented the mission of the college," said Dr. Fred Waldstein, director of the Institute for Leadership Education (ILE), Irving R. Burling Chair in Leadership, and professor of political science.

The Leadership Certificate Program (LCP) was established in 1997 to provide formal opportunities for students to demonstrate and reflect on leadership. Students completing the LCP graduate with a minor in leadership education.

"The Board of Regents committed to funding the Burling Chair and the Institute for Leadership Education, but didn't prescribe an academic program. It was the responsibility of the newly hired chair — me — to develop a leadership program, that would meet the goal of elevating leadership education," Waldstein said. "The first leadership course was approved by faculty in the early '90s. Once we developed a program outline, it was vetted by various faculty members for their input. The minor then had to be voted on by the entire faculty for approval."

For Randon Ruggles of Eagan, Minn., who graduated in May with a degree in English education, the ability to obtain a minor in leadership education was one reason he chose Wartburg.

"I was a senior in high school looking to apply to a variety of different colleges and universities. Wartburg, in particular, stood out to me. I had a conversation with Dr. Bill Withers about life on campus, the students, the spiritual life of students, and the Leadership Certificate Program. After I went home and discussed my college and university options with my parents, I decided that Wartburg was the right place for me. The LCP differentiated Wartburg from other colleges."

Ben Brannaman of Mount Vernon, who graduated in May with a business administration degree, also said the LCP was one of the reasons he chose Wartburg.

"Throughout my years at Wartburg, I've done all I can to take advantage of a number of life-changing opportunities. The LCP has served as a framework for how I used my time both inside and outside of the classroom. From spending a week in Biloxi (Miss.), assisting with Hurricane Katrina relief, to being a member of the Wartburg track and field family — each experience provided me with an opportunity to progress," said Brannaman.

For completion of the LCP, students must prepare and present a portfolio that includes a leadership resume and summary reflection papers that integrate their understanding of leadership. The portfolio is reviewed by the director of the ILE and members of the Leadership Education Committee.

The portfolio helped Wartburg alumnus Vern Klobassa '07 secure an assistantship at Western Illinois University.

"I brought my LCP portfolio when I interviewed in the Office of Student Activities at WIU for a position to advise the 'Learning to Lead' program. My LCP experience was a significant reason I was hired," said Klobassa, who graduated from Wartburg with a double major in history and communication arts. "I realized I have a calling to work with students in higher education and all the leadership opportunities I've had helped me toward this goal. The program helped me in my personal development and vocational discernment. Because of the program I'll be better equipped to serve students in higher education with their development."

More than 220 students have graduated with the LCP, including 50 students from the 2008-09 academic year, covering 20 majors.

To learn more about the LCP, go to www.wartburg.edu/leadership.

Service events highlight environmental stewardship

In January, the Commission on Mission Service Task Force held three events focused on service to the environment.

Robert F. Kennedy Jr.

Robert F. Kennedy Jr. presented an evening convocation on Jan. 29 to a packed crowd in Neumann Auditorium.

Earlier that day Kennedy received the college's Graven Award, given in recognition of his service to community, church, and society on environmental issues.

Kennedy received his juris doctor degree from the University of Virginia School of Law and a master of laws (LLM) degree from the Pace University School of Law. The environmental activist and attorney is also a master falconer and whitewater paddler. But his concern about the environment goes deeper than protecting birds and fish.

He is senior attorney for the Natural Resources Defense Council, chief prosecuting attorney for the Hudson Riverkeeper organization, and board chairman for Waterkeeper Alliance.

For more than 20 years, he has also been clinical professor of environmental law and co-director of the Pace Environmental Litigation Clinic, which allows second- and third-year law students to try cases against Hudson River polluters. He has also written books on environmental issues and was named one



of *Time Magazine's* "Heroes for the Planet" for his efforts to restore the Hudson River.

Kennedy spoke of his passion and work for the environment, particularly the issues of global warming, our dependence on foreign oil, ridding our waters of mercury, and reclaiming our country's free market capitalism.

"Global warming threatens the integrity of our ecosystem and our economy. The central issue is how we use energy. In the United States, we make up 6 percent of the world's population but we use 25 percent of the world's energy," he said.



'Tell Me' Video Festival

The Service Task Force's second event was the "Tell Me" Video Festival on Jan. 30, honoring Wartburg College students for YouTube-style video entries addressing energy conservation, alternative energy sources, or carbon footprinting. The first-place award went to seniors Natalie Tendall and Stephanie Harbaugh for their video, "Don't Recycle."

Wartburg College solicited video entries of up to two minutes that would make people think about how they treat the environment and its effect on others and the world. Entries were judged on content, videography, editing, and impact. Eligible students were those attending Iowa private colleges and colleges and universities of the Evangelical Lutheran Church in America. However, only Wartburg students submitted videos.



Stephanie Harbaugh and Natalie Tendall



'Go Green' Fair

A "Go Green" Fair, co-sponsored by Wartburg and Waverly Light and Power, demonstrated energy efficiency topics and ways to help people lower their monthly expenses and reduce their carbon footprint.

More than 20 businesses and organizations participated in the event on Jan. 31, including Genuine Faux Farms of Tripoli, which is owned by Rob and Tammy Faux. Tammy is an assistant professor of social work at Wartburg. Their farm activities are numerous, among them the organically certified production of vegetables.

"We take sustainability beyond just the energy perspective," said Rob Faux. "Education is important — we take this part of our mission seriously. If we don't take the time to encourage and inform people of choices in living and eating sustainably, we limit our potential to positively impact our communities and surrounding environment."

"The fair enabled us to give back to the city and the students by providing important information on 'going green,'" said Dr. Roy Ventullo, professor of biology, Burk-Will chair in biology, and co-chair of the Service Task Force. "We had a nice mix of cutting-edge companies and had a lot of service groups who showed off the work they were undertaking. Many of the vendors asked if Wartburg was going to host it again next year. The W proved to be an excellent venue for the fair."

Kennedy shares passion, ideas for the environment

You may know the name, but not the man.

He is the third of 11 children, son of the late Robert Kennedy — former U.S. attorney general and U.S. senator from New York — and nephew of the 35th president of the United States.

Robert F. Kennedy Jr. understands service. He was raised on it. While many of his family found their niche serving in areas of government, Kennedy has found his passion for service lies with the environment.

Kennedy, the keynote speaker for the Jan. 29 Service Symposia, which launched the Commission on Mission service events, was at Wartburg to receive the Graven Award, given in recognition of service to "community, church, and society."

For the past 25 years, Kennedy has been a passionate advocate for the environment. In addition to serving as an attorney for several nonprofit environmental organizations, he helped create a bottled water company in 1998, which donates all its profits to the Waterkeeper Alliance.

"A good environmental policy is identical to a good economic policy," he said, garnering loud applause from the audience. "We're protecting (our environment) for future generations. A healthy

environment connects us to the past and our history and is a source of our character."

Kennedy said carbon is the principal drag on our economy. "The United States borrows \$1 billion a day from people who dislike us and don't share our values." He cited other countries who have eliminated their dependence on carbon, including Iceland in 1970 and Sweden in 1996.

"Iceland is one of the great environmental exporters in the world now. When Sweden decarbonized, entrepreneurs rushed in to establish a variety of other energy sources. It is the sixth

the transmission system in place to transmit alternative forms of energy, specifically a smart grid.

"We have the technology to do this. California already has a smart grid. But we need to reconstruct a grid on a national level. Then we would be able to intelligently store solar, wind, and other forms of clean energy," he said. "With a grid that everybody can access, we'll be creating a renewable reservoir of resources."

He has published several books, including *Crimes Against Nature* (2004); *The Riverkeepers* (1997); and

Saint Francis of Assisi: A Life of Joy (2005), the patron saint of animals and the environment. In the book, Kennedy calls St. Francis his patron saint because he understood the connection between spirituality and the environment.



During his time on campus, Kennedy discussed environmental issues with a small group of faculty and student leaders.

richest country in the world now," he said. "Brazil has decarbonized its transportation. The United States has far more geothermal resources. Just in the Midwest, we have enough wind to power 100 percent of our energy needs."

He cited two problems standing in the way of being more energy efficient: huge subsidies going to carbon "cronies," and not having

"When we destroy nature, we diminish ourselves," he said. "Nature is what connects us ultimately to God. God talks to us in many ways but nowhere through such texture as by immersing ourselves in the Creation. Look at Buddha, Moses, the Jews and Christ — they all discovered their divinity while they were in the wilderness. We have a relationship to the land; that's where we get our values."

Residence hall service projects unite students in common cause

Dorm living is a meaningful experience for many college students; a time to declare their independence from parents and learn to co-exist with others. But the stereotypical view of dorm life is a noisy, ongoing party, rife with a lack of privacy and difficult roommates.

The focus for students in The Residence and Löhe-Grossmann halls at Wartburg College is a bit different.

"There are 12 suites in The Residence and each group of eight students must submit a service project they will work on throughout the year. We get a range of projects, which aren't necessarily ongoing. Sometimes we have

agencies in town who rely on these projects," said Peter Armstrong, director of residential life and associate dean of students.

The goal of the service projects is to work as a group to identify and meet a need in the community.

Organizations such as Big Brothers/Big Sisters, Bartels Lutheran Home, Bremwood Lutheran Children's Home, Waverly Health Center, and area schools have benefited from these service projects. Wartburg also has connections to local churches where students organize youth ministry activities, said Dr. Dan Kittle, director of the Center for Community Engagement.

Each group has its own adviser, which can be Wartburg faculty or staff, and a part-time staff member who checks on the group's progress and addresses any concerns they have.

With her suitemates, Katie Weisert of Sumner volunteered at the Cedar Valley Friends of the Family women's shelter.

"We've spent a lot of time training and learning to be successful advocates, and learning about domestic violence, which allowed us to watch out for ourselves and others in dangerous situations," said the second-year business administration major. "After spending time at Cedar Valley Friends of the Family, we find ourselves jumping at more service opportunities because we've seen the results and it's a great feeling knowing we can help others. We've been extremely satisfied with our work and will continue to volunteer next school year. We look forward to serving the community again."

Amy Tucker and her suitemates worked on Wednesday Witness, an afterschool program at St. Paul's Lutheran School in Waverly.

"My suite taught second- and third-grade students and we centered each lesson around a value, such as faithfulness, kindness, and patience. We also tied the stories back to the Bible," said Tucker, a community sociology major from Sumner.

For students to live in Löhe-Grossmann Hall, they must complete an Educational Interest Group application. Students assigned to this area share a common interest that demonstrates a commitment to the college's educational mission.

Common themes could include a vocational goal, shared interest, or life experience, such as cross-cultural immersion.

"We've had students form book clubs and open up their discussions on the Web. Others have done videos about conservation or researched different religions, highlighting the trouble spots in the world," Armstrong said.

This past year, 168 students in Löhe-Grossmann and 96 students in The Residence participated in projects.

"These projects are an excellent example of students living out the mission of the college, and it is a visible indication that the college understands learning extends beyond the classroom. The projects reflect our desire to offer service to our community, and provide students with engaged learning opportunities," Kittle said.

Student videos focus on the environment

Seniors Natalie Tendall and Stephanie Harbaugh took top honors at the first "Tell Me" Video Festival on Jan. 30, emphasizing environmental issues.

The video festival featured environmental ads from YouTube, jumpcut.com, treehugger.com through the Discovery Channel, and those produced by Wartburg students.

Tendall of DeWitt, a communications arts major, and Harbaugh of Manchester, a biology major, received \$1,000 for their video, "Don't Recycle."

"We got the idea from the 'Don't Vote' video that circulated on YouTube around election time," said Tendall. "We wanted to make our own spin on it and decided it would sound pretty crazy to hear somebody say, 'Don't recycle,' so we wanted to convey that reverse psychology a little bit. It is so important that we do something about this environmental problem, and we thought we needed to gain attention to that first and then go in to how to solve the problem."

They researched statistics and gathered students who had time to do the taping, which took place during finals week in December.

"We also wanted people who could convey our sarcastic message effectively," Tendall added.

Second place and \$750 went to "Two Laptops: A Conversation," created by seniors Travis Kruger of Grafton, biology; James Juett of Marion, mathematics and computer science; and juniors Daniel Henrich of Mason City and Eric Johnson of Osage, both biology majors.

Their video involved two animated computers playing ping pong, taking showers, and participating in other human-like activities, while talking about ways to conserve energy.

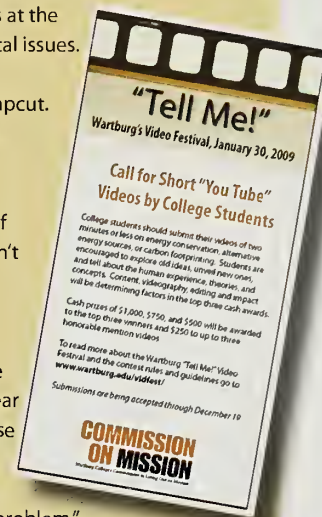
Third place honors and \$500 went to "Household Conservation," created by seniors Craig Kreman of North Liberty, engineering science; Justin Novinger of Shenandoah, political science and history; Jason Lansing of West Union, business administration; Seth Drury of Firth, Neb., communication arts; and junior Adam Weber of Waterloo, business administration.

The video demonstrated ways to winterize a house, using an insulator kit and outlet covers; replacing regular light bulbs with fluorescent bulbs that last longer; recycling; and using smart strip power strips and reusable shopping bags. The students had already been doing these things in their house at the time of the contest.

"With the research, we put together this film, treating it as a 'This Old House' segment and showing viewers ways they could become energy efficient as we have done in our house," said Kreman.

Competition judges were Orlan Love from the *Cedar Rapids Gazette*; Charles Munro from the University of Iowa School of Journalism and Mass Communication; Lisa Fleming, director of Youth and Education Programs for the World Food Prize, which recognizes contributions in any field involved in the world food supply; and Kamyar Enshayan, director for the University of Northern Iowa's Center for Energy and Environmental Education.

The three videos can be seen on YouTube by searching: "Wartburg College Environment VidFest Winners."



CCE is one-stop shop for students, community partners

When more than half of Waverly was inundated with rising floodwaters last June, the Wartburg community acted quickly to help those affected by the devastation.

Wartburg College's Center for Community Engagement (CCE) coordinated volunteer efforts, to match those needing help with the necessary assistance and resources.

Four days after major flooding, Wartburg designated June 13 as a Service Day to allow faculty, staff, and students to help with disaster recovery, which included coordinating volunteer efforts and providing the Wartburg-Waverly Sports & Wellness Center as a Red Cross emergency shelter. The college also provided the Players Theatre as a Red Cross assistance center where people could receive money or apply for resources.

"After two weeks, we realized we were going to need more volunteers than we had in Waverly. The people in Waverly were going to get tired, so we needed to attract other groups of people," said Dr. Dan Kittle, director of the CCE, who enlisted AmeriCorps and volunteers from throughout the country.

The CCE received the key to the city and the week of August 4-8 was declared "Wartburg's Center for Community Engagement Appreciation Week."

"We collaborated with the county and a long-term coalition to help with flood recovery. Engagement is a big part of Wartburg, and we help with the nuts and bolts," said Kittle. "Wartburg walks the talk, it really did shine through the floods. The commitment Wartburg made, and what it meant to flood recovery, I know it meant a lot to the people of Waverly."

Flood disaster recovery is just part of the CCE story.

"The CCE is part of the ethos of the campus. It's a very involved campus. We want to be a better partner in the community," Kittle said. "The college has two responsibilities: to facilitate student learning and to provide reciprocal partnerships. We organize volunteers, and we think about how to assess and fill peoples' needs. We have a volunteer call bank, and we collaborate with other organizations. It keeps going back to 'how do we connect students to this?'"



The CCE was formally established in Fall 2005 to support and encourage students, staff, and faculty in the development, coordination, and evaluation of external relationships for student learning and vocational



development. It was created through a \$2.5 million grant from the Lilly Endowment as part of the college's *Discovering and Claiming Our Callings* initiative.

"What's unique about Wartburg is we decided to bring all of our resources together for learning and service-learning where we engage community partners," said Dr. Lake Lambert, the first CCE director.

The CCE places special emphasis on projects that benefit young people and promotes leadership education and financial self-sufficiency in the nonprofit sector.

"CCE provides the central contact point for the community at-large," Kittle said.

Coordinating service trips is another arm of experiential learning.

"We've had nearly 200 students participate in service trips this past year. The challenge is to take students from service orientation to justice orientation. They get assigned readings and training, which is to be an extension of learning. They spend a lot of time prior to the trip and once they get back they also go through learning sessions," said Kittle.

Other service opportunities include the student-run Volunteer Action Center, matching students with community service projects; Post-Graduate Service for Wartburg alumni interested in full-time volunteer opportunities; and Orange EXCEleration (student orientation program) where students participate in service opportunities to better understand the value of service as part of the Wartburg experience.

The CCE also coordinates internships such as Wartburg West in Denver, Colo.; Washington Center for Internships and Academic Seminars in Washington, D.C.; global and multicultural internships, such as Abroad May Term and Semester Study Abroad; and KnightLink, which helps students find on-campus jobs, internships, and service-learning experiences.

For more information on the CCE, visit www.wartburg.edu/cce.

Service trips transform student lives

In 1994 Wartburg College's involvement in service trips consisted of a small group of students, led by Catholic Knights moderator Cathy Heying, who traveled to Philadelphia to work with the Sisters of the Holy Redeemer.

The following year, students participated in three service trips. By 1998, Wartburg formalized support for service trips by establishing the Community Service Office within the Student Affairs Office. The Community Service Office addressed safety and financial concerns and developed a service trip manual. A service trip advisory board was established to provide general policy and guidance and select trip locations and leaders.

In August 2005, the Center for Community Engagement was launched, with help from the Lilly Endowment, to provide a central contact point and work to connect students with service-learning opportunities. The Service Trip program is now coordinated by the student Service Trip Executive Board.

In the 2008-09 academic year, nearly 200 students participated in 20 service trips, going to such places as New Orleans, Detroit, St. Louis, Cincinnati, Denver, Minneapolis, Pensacola, Fla., Little Rock, Ark., and numerous places in between. This past year, students worked on projects involving poverty, Gulf Coast disaster relief, plateau restoration, United Cerebral Palsy of Northwest Florida, Habitat for Humanity, children's health, the environment, music as service, and camp maintenance.



While more students participated in service trips over the past year, the most number of students traveling to one place was in 2006 when more than 90 students went to New Orleans to help with Habitat for Humanity's Hurricane Katrina Relief efforts.

"Service trips allow students to serve now while teaching them how to discern and claim their vocation and place in the world. They help participants discover how to use their gifts, talents, and abilities to identify and meet the needs of the communities around them," said Renee Sedlacek, service-learning coordinator in the Center for Community Engagement.

Following the trips, students are required to submit collective/collaborative reflection pieces that synthesize what they've learned.

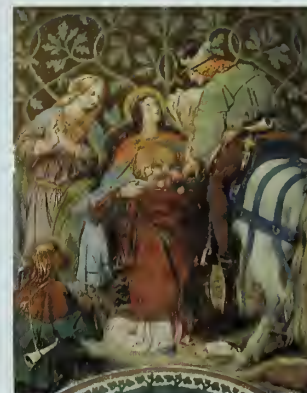
"With a focus on social justice, our hope is participants will be opened up to the experience through the transformation of their thinking. We recognize the community is our partner and we are learning through our service. Our goal is participants will share what they've learned and be inspired to work toward social actions in their own communities."

Award honors St. Elizabeth, celebrates service

As the first accredited social work program in Iowa and one of the oldest in the Midwest, Wartburg College can trace part of its tradition of leadership and service to St. Elizabeth.

Elizabeth was born in 1207, the daughter of King Andreas II of Hungary. Known as the Princess of Saraspotok, she married Landgrave Ludwig IV of Thuringia when she was 14.

But she was not ordinary royalty. She was a devout Christian who dedicated her life to helping the poor, especially children, and the sick.



Instead of wearing luxurious garments befitting a countess, Elizabeth would don ragged clothes to help the poor and needy, which raised eyebrows and isolated her from her royal in-laws. But she continued her service work, which included establishing a hospital near the castle to feed up to 900 poor people every day.

Stories about her charity work and miracles are plentiful; the most famous being the Miracle of the Roses.

Elizabeth smuggled bread from the castle kitchen to feed the needy, which had been strictly forbidden. Only the crumbs, if there were any leftovers, were to be given to the poor. One day when carrying bread down the hill to her hospice, Ludwig stopped her and asked what she was carrying. Elizabeth opened her robe for inspection. The bread had miraculously turned to roses and Elizabeth was again rescued and blessed.

Ludwig, who had left for the crusades in Italy, died there in 1227, leaving Elizabeth a widow at 21. Although it had been an arranged marriage, she and Ludwig were deeply in love, and his death left her inconsolable.

Elizabeth eventually settled in Marburg and dedicated her life to St. Francis of Assisi's ideal of poverty. She built a hospital and church and personally cared for the sick.

She died in 1231 at the age of 24. She has been attributed with approximately 150 miracles, mostly dealing with healing. After her death, Pope Gregory IX declared her a saint.

Wartburg has celebrated St. Elizabeth since 1994, with a week in November devoted to community activism and service. St. Elizabeth Week includes a service fair, blood drive, Habitat for Humanity work day, worship service, and St. Elizabeth Awards for Service, which are awarded to two students, two faculty, and two staff members who have demonstrated a commitment to service, a general concern for the welfare of others, and a willingness to provide leadership for the community.

Learning

'A 2020 vision of learning' is focus of spring symposia

The Learning Task Force of Commission on Mission focused on "A 2020 Vision of Learning" when planning symposia events held in March and April.

Marc Prensky

An internationally acclaimed writer, futurist, and inventor in the fields of education, technology, and learning, Marc Prensky kicked off the Learning Symposia with back-to-back presentations in March.

Prensky has authored *Digital Game-Based Learning* and *Don't Bother Me Mom – I'm Learning* and is the founder/CEO of Games2train, which builds electronic learning games for business, K-12 and higher education, and the military. He has created more than 50 software games for learning.

In his first presentation, "21st Century Teaching, Learning and Technology," in Neumann Auditorium March 11, Prensky said technology is a valuable way to engage students in meaningful learning. He said students and faculty need to work together to develop how technology can be used as a tool toward that goal.

"We want to rethink ourselves to a large extent from teachers of content to teachers of skills. As students, we want to rethink ourselves from receivers of content to people who build skills that help us build more fulfilling lives," he said.



On March 12, he moderated a student panel, "Interview with Digital Natives," in which Wartburg students discussed educational technology and its impact on learning.

Prensky coined the term, "digital natives" to describe students from kindergarten through college who grew up with computer technologies, and "digital immigrants" to indicate people born

before the digital revolution but who have adopted many aspects of the new technology.

Students discussed how professors can better engage students in the classroom through gaming and group projects.

Sylvia Hurtado

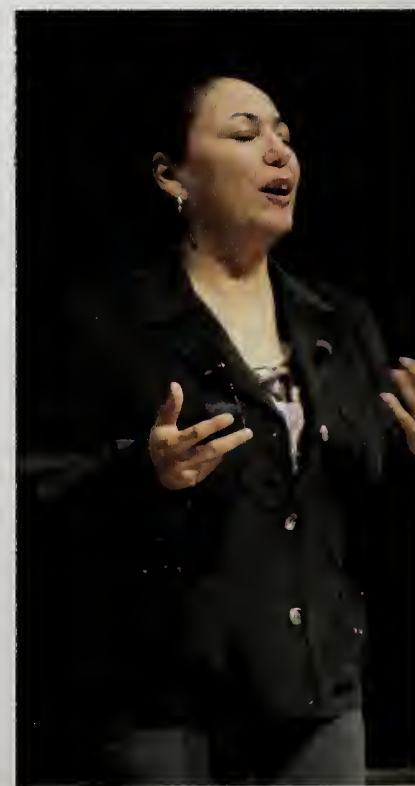
Dr. Sylvia Hurtado, director of the Higher Education Research Institute at the University of California at Los Angeles, spoke March 17 on "Preparing College Students for a Diverse Democracy."

Prior to UCLA, Hurtado was director of the Center for the Study of Higher and Post-secondary Education at the University of Michigan. She obtained her doctorate in education from UCLA, her master's from Harvard Graduate School of Education, and her bachelor's degree in sociology from Princeton University.

Based on the cognitive theory of disequilibrium, developed by Swiss psychologist Jean Piaget, Hurtado said diversity thrives on different perspectives and should be used as a model for students to be better global citizens.

"We need to reframe how diversity is embedded in the college setting. Diversity is a vehicle for enhancing student learning and citizenship," she said.

Hurtado's presentation is available at www.wartburg.edu/commission.



Georgia Nugent

Dr. S. Georgia Nugent, president of Kenyon College in Gambier, Ohio, delivered a keynote convocation address on March 19, "Why a Liberal Arts Education for Students of the 21st Century?" Nugent, a scholar and highly respected leader in higher education, is an advocate of liberal arts education.

"I'm a passionate believer in a liberal arts education. It is the most practical education there is," Nugent said.

A liberal arts education is not preparation for a particular job, she said, but a focus on acquiring skills for many lifetime roles. Rather than years ago when graduates had only one or two jobs, graduates today expect to have four to five job changes in a lifetime.

For liberal arts programs to evolve into the 21st century, Nugent's mantra is "create the future by interrogating and reinventing the past."

She cited Dickinson College, in which the president researched the college's history, looked at the founding fathers' mission and developed a strategy to reinvent the college's mission. By doing so, he increased the student body and the college's endowment and raised the college's profile.

"For Wartburg College, I suggest you take a hard but loving look at your past and bring it into the future in an innovative way. It is endemic to think innovation means the need for more money. Many



innovative things can be done without money. The most significant resource is time and finding time requires making choices — stop doing some things to do other things. We must choose what not to do," she said.

Go to www.wartburg.edu/commission to view Nugent's speech.

Teaching and Scholarship Convocation

The Learning Task Force's symposia concluded April 7 with the Excellence in Teaching and Scholarship Convocation.

Dr. Bret Billet, professor of political science and co-coordinator of the international relations program, received the John O. Chellevold Award for Excellence in Teaching and Professional Service. His convocation speech, "Hey

Mister, Could You Spare Some Advice, Please?" focused on six pieces of advice: P – show persistence, L – have lives in the balance, E – show empathy, A – be capable of acceptance and adaptation, S – display sincerity, and E – expand your knowledge.

Outstanding students were also named in each academic department based on research, scholarship, and creative activity. In addition, the top 40 seniors received Dean's honor cords.



Educational technologist engages 'digital natives' in panel discussion

Twenty-five years ago, the first Apple Macintosh went on sale, and Sony made the first 3 1/2-inch computer disk.

In 1984, computer technology was on the cusp of a new era. Today that technology hasn't merely grown, it has exploded. The ones who have adapted to and embraced it most readily are now referred to as digital natives — students from kindergarten through college who have grown up with the technology.

"The most useful designation I have found for (these new students) is 'digital natives.' Our students today are all 'native speakers' of the digital language of computers, video games, and the Internet," said Marc Prensky from "On the Horizon."

Prensky was on campus March 12 to moderate the panel, "Interview with Digital Natives," in which Wartburg students discussed educational technology and its impact on learning.

Another concept Prensky coined is "digital immigrant," a person born before the digital revolution but who has adopted many aspects of the new technology.

"The single biggest problem facing education today is that our digital immigrant instructors, who speak an outdated language (that of the pre-digital age) are struggling to teach a population that speaks an entirely new language," Prensky said.

He focused the panel discussion on the relationship between digital natives and digital immigrants.

Student panelists were Aaron DeLong and Andrew Reisner, both first-year, computer science; Ashley Schulteis, second-year, math; Amanda Gahler,



gets the ball rolling and people can see it in action and it makes more sense," said Schissel.

Others mentioned having professors who used YouTube to supplement lectures.

"I'm taking a Shakespeare course, and it's hard to understand the teacher's lectures sometimes because the content is difficult. But she also uses YouTube videos or has students act out the scenes during class," said Krumm.

Prensky discussed what it means to "cover" something.

"Covered is a strange word. It needs deeper clarification. It doesn't always mean anyone has learned anything. Some schools pre-record lectures. The best way to get the body of knowledge is before class," Prensky said. "When I was in grad school at Yale, I signed up for a Spanish class and there were only four students in class so I knew I better be prepared. The trick is to figure out how to incentivize people to do the preparatory work."

Students also discussed gaming in relation to learning; all but one panelist plays video games.

"I enjoy playing the games; it involves me. I'm the one controlling every aspect of it. They're my choices," said Eric Ruggles.

"It is an engaging medium and another way for a person to learn. But we need to strike a balance between that and school," said DeLong.

Prensky expanded on those answers. "Games aren't everything but they do something well that educators have done less well and that is giving you goals that you accept and want to reach. It's motivation. The biggest things we get out of games are cooperation and teamwork, risk-taking and decision-making."

He also cited an economics course at the University of North Carolina that is "one big video game." "People around the world are working to take college courses and put them into a game format."

Schissel best summed up the session, "Education is evolving and it continues to evolve and discussions like these are productive and constructive."

"Our students today are all 'native speakers' of the digital language of computers, video games, and the Internet."

— Marc Prensky

second-year, communication design; Sage Schissel and Eric Ruggles, both third-year, engineering science, and Alex Krumm, third-year, English education. Randon Ruggles, who graduated in May with a degree in English education, served as panel moderator and chose the panelists.

Prensky asked students about their pet peeves, and several students said the lecture format was boring, which spawned more questions from the audience.

One faculty member asked: "Because there is a limited time to teach, if we don't lecture, how do we get the basic content into your heads?"

"My mother is an art teacher, and she read that only 15 percent of us can read something and apply it. The other 85 percent have to experience it, see it. I think it's important to have more visuals in class, particularly in the sciences. It

Hurtado discusses impact of diversity on teaching and learning



The best way for students to become critical thinkers and active participants in society is to pull them out of their comfort zones.

"The theory of diversity and learning says disequilibrium occurs when one encounters perspectives that depart from one's worldview. This is when learning happens," said Dr. Sylvia Hurtado, director of the Higher Education Research Institute, Graduate School of Education and Information Science at the University of California at Los Angeles. "Encountering the unfamiliar causes us to think differently."

Hurtado examined the implications of increased diversity in the college student population during her March 17 presentation, "Preparing College Students for a Diverse Democracy."

She shared three key points: learning and diversity must share a central role within higher education; educators need to prepare students for citizenship in a diverse and global society, and educational practices must incorporate moving students from their embedded worldview to embedding diversity.

Based on the cognitive theory of disequilibrium, developed by Swiss psychologist Jean Piaget, Hurtado said diversity thrives on different perspectives and should be used as a model for students to be better global citizens.

"To improve the climate for interaction and learning we need to build bridges across student communication and comfort zones and promote civil discourse in a safe environment for different opinions to be expressed. We also need to value students' contributions to learning so that mutual learning occurs," said Hurtado, who has published many articles and books related to student educational outcomes, campus climates, and diversity in higher education.

She discussed three elements that influence campus diversity: institutional context, which involves the historical legacy of inclusion, structural diversity of representation, psychological climate perceptions and a behavioral dimension; a policy context, and a socio-historical context.

"Within the psychological context, we look at how groups and individuals perceive a diverse climate. We've found that a hostile racial climate contributes to a lower sense of belonging, stronger links between subtleties of the climate and a lower sense of success," she explained.

"We need to reframe how diversity is embedded in the college setting. We should make the goal of our undergraduate education to prepare students for a diverse democracy. Diversity is a vehicle for enhancing student learning and citizenship," she said.

One of Hurtado's studies involved research with 10 public universities, surveying moral development and critical thinking. The key outcomes were complex thinking, the capacity to think about behaviors as socially and historically linked, perspective taking, and pluralistic orientation.

*"The theory of diversity and learning says
disequilibrium occurs when one encounters
perspectives that depart from one's worldview.
This is when learning happens."*

— Dr. Sylvia Hurtado

"Pluralistic orientation is the ability to function in multicultural groups and have views challenged and the ability to negotiate differences," she said. "The statistical analysis showed informal diversity activities produced complex thinking and perspective taking. Formal diversity courses, such as leadership training,

service-learning, community service, and co-curricular activities, produce complex thinking and indicated the importance of making a civic contribution."

Hurtado said role-playing and service-learning activities enable students to be more empathetic learners.

"We also need to become structural thinkers — look at a particular problem or issue and see there are multiple ways of approaching problems from a different perspective, understanding the larger social context of a problem," Hurtado said. "Although it can be messy, there are a lot of creative solutions when you have diverse backgrounds. It's important to honor our differences rather than move people away from the group-think mentality."



Scholars investigate art and architecture in London and Paris with adviser Dr. Mariah Birgen.



Tess Wagner (left) and Shaida Hussein (right), both 2009 graduates of the Scholars Program, enjoy the sites in Venice, Italy.

Scholars program provides rigor in and out of classroom

Karen Summerson's passion for art history was ignited last year when she visited some of the world's most famous art museums.

It was part of the introductory class in the Scholars Honors Program, which included a session on debunking "The DaVinci Code."

"Thanks to my introductory Scholar's class with Dr. Paul Torkelson and Dr. Mariah Birgen, I became extremely interested in art history. I got to visit some of the most famous art museums when we traveled to London and Paris for Winter Break last year. It was fantastic," said Summerson, a second-year history and French major from Perry.

In addition to travel opportunities, the Scholars Program features small seminar classes; a distinguished speakers series; student involvement in the design of courses and activities; social opportunities; a sophomore-year program of lectures, concerts and performances; and a student-designed senior project. First-year students participate in a seminar which involves the liberal arts and readings from the *New York Times* Bestseller List.

"Scholars has helped me think deeper about my studies instead of simply doing the work for the grade," said Rebecca Fishbune, first-year music therapy student from Rochester, Minn.

Wartburg faculty and the Board of Regents approved the Honors Program proposal in 2003. The first Scholars class entered in Fall 2003.

The program is dedicated to improving intellectual life on campus by providing academic challenges and learning opportunities to highly motivated and academically talented students.

"Prior to 2003 the college had an honors program entitled Chrysalis, which was developed in 1972, but that program ended in the early '80s," said Dr. Ferol Menzel, dean of faculty and vice president of academic affairs.

Organized by program director, Dr. Mariah Birgen, associate professor of mathematics, and an advisory committee, the Scholars has a council to determine co-curricular activities, retreats, and social events.

Wartburg recruits about 30 students each year from the entering class.

HyeRim Stuhr, a second-year student from Eagle River, Alaska, said the Scholars Program was a deciding factor in coming to Wartburg.

"Getting accepted into the Scholars Program finalized my decision. After taking Advanced Placement Literature in high school, I enjoyed small-group discussions on various issues," said the double major in biochemistry and psychology. "The Scholars Program has definitely helped me think outside the box and made me freer to explore interesting topics outside my major. I enjoyed the class discussions and trips and I've become more motivated to explore topics that intrigue me. The Scholars Program has helped me to be more well-rounded and have a diverse view on a variety of topics, whether controversial or complex."

To learn more, go to www.wartburg.edu/academics and click on the Scholars Program link.

Co-curricular programs enhance classroom learning

During "Project Orange," a peaceful demonstration to express student concerns to the administration in April, about 3,000 people visited The Circuit, Wartburg's new online student-run news site.

The site kept people updated throughout the day with stories, videos, and even a live news and commentary feed that allowed the campus community to express opinions.

Since Fall 2008, The Circuit has provided the Wartburg community with information, and its popularity is growing.

Dr. Bill Withers believes one reason such co-curricular organizations are popular is because the Communication Arts Department makes the organizations part of the majors, something that has led to its excellent job placement rate.

"Students get involved on Day One; they get to experience what they're learning," said Withers, associate professor of communication arts and the Grant L. Price Department Chair. We're looking for students to roll up their sleeves, open their minds, and get to work."

Communication arts students can choose from nine co-curricular organizations.

Luke Shanno '09, a recent public relations graduate from Council Bluffs, spent three-and-a-half years on the staff of the *Trumpet*, Wartburg's student newspaper. He started as a staff writer, then worked his way to assistant sports editor, sports editor, and then as editor-in-chief.

Students can also work for WTV8, the TV station; KWAR, the 100-watt radio station; or The Circuit, the integrated site incorporating them all — an idea that came from Spencer Albers, a third-year public relations major of Platteville, Wis.

"There was no single place for students to go and get campus news, events, and just information they cared about."

In addition to newspaper, radio, TV, and Web, students can also participate in *The Castle*, Wartburg's literary magazine; *The Fortress* yearbook; The Tower Agency, a student-run public relations agency; Wartburg Forensics Team; and Wartburg Players Theatre Group.

"All communication arts student-run mediums prepare students for communications careers through hands-on experience and top-notch faculty members and advisers. You put in a lot of time, but you see the rewards," said Shanno.

In the Department of Music, more than 450 students participate in Wartburg's choral and instrumental ensembles.

"Music majors learn literature and observe conducting and rehearsal techniques that serve as models for their own future teaching and conducting. They learn to work with others for the good of the whole, develop leadership skills since most, if not all, the ensembles have student councils. Through touring ensembles, students travel across the country and the world, experiencing different cultures, not as tourists, but in getting to know people through home stays and other activities. Finally, they experience the power that music has, to express a text or emotion and to bring meaning and beauty to the people who attend their concerts," said Dr. Karen



Nearly 300 Wartburg students participate in the annual Christmas with Wartburg production.

Black, professor of music, chair of the Department of Music, and college organist.

Alec Amosson, second-year music education major from Tipton, joined the Wartburg Choir as a freshman.

"Co-curricular activities are a huge part of my college experience. Being in the Wartburg Choir and Ritterchor has been rewarding. The relationships you form will last throughout school and life. There is so much to be learned from these activities, whether academically or personally. I have learned about being a leader and a team player," said Amosson, who also is minoring in worship studies.

While Black said many students participating in co-curricular activities are music majors, there are a number of students outside of the music department who find participation adds value to their academic experience.

Blake Haugen, a third-year engineering science major from Waverly, has played the trombone in the Wind Ensemble for two years.

"Both my major and participation in the ensemble require the analysis and application of patterns. I have also taken a few music classes, which have direct application to the Wind Ensemble. I've learned about harmonies in class and then heard how they are used in a real musical composition. Being in the Wind Ensemble has been an integral part of my education," Haugen said.



Communication arts students gain valuable hands-on experience through Wartburg TV8.

Sabbatical program enriches faculty, college

Dr. Fred Strickert, co-director of the Global and Multicultural Studies program and professor of religion, spent his first sabbatical in Israel and Palestine amid the assassination of Prime Minister Yitzhak Rabin and four bus bombings on the streets of Jerusalem.

The religion professor's intended purpose for going to the Middle East was to supervise archaeological volunteers at the Bethsaida Excavations in Galilee.

"I assisted Palestinians in developing their historical, cultural, and archaeological understanding in Bethlehem, providing classes and resources. Palestinian and Israeli archaeologists came together with American scholars for research and shared understanding," he explained.

Strickert and his wife, Gloria, spent half the year living with Jewish Israelis on Ginnosar, a kibbutz on the Sea of Galilee and the other half in Bethlehem with Arab Palestinians, both Christians and Muslims.

"I became committed to the need for a Middle East peace that provided for needs of all people. People are the same no matter their religion and ethnic origin. There are decent people on both sides who want nothing more than to live in peace and enjoy the fruits of their labors," said Strickert, who also spent a semester in 2004, teaching biblical courses at Gurukul Theological College in Chennai, India.

During his Mideast sabbatical, he wrote *Bethsaida: Home of the Apostles*, and *Bethlehem: Past and Present*, co-authored with Mitri Raheb.



Dr. Fred Strickert brushes iron-age pottery during an archaeological excavation at Bethsaida near Galilee.

"It's a great program; it enriches faculty member's experiences, renews their energy and enthusiasm, and further develops their intellectual and academic experience, it benefits the institution to keep the faculty energized and current."

– Dr. Todd Reiher, assistant dean of faculty development and professor of psychology

"I wrote *My Grandpa*, a story told through the eyes of my son, Bryan," said McCarty, who has been an educator for 23 years, most recently as elementary principal of Kittrell School in Waterloo.

At Wartburg for eight years, she became eligible for sabbatical in 2008. In addition to writing, she also shared her manuscripts and conducted writing lessons with fourth-graders at Denver (Iowa) Elementary School, and attended a Christian writers' conference.

Dr. Todd Reiher, assistant dean of faculty development and professor of psychology, said a typical leave is either a Fall and May term or a Winter and May term.

"Those who have research interests find it difficult to find time to do it during the course of their job," Reiher said.

Participants must complete a detailed description of their sabbatical and how they will present it to the academic community.

About five years ago, Wartburg changed to a system of regular sabbaticals.

"We recommend eligible faculty take sabbatical. We've made the program one that is the envy of many of our sister institutions. The typical program is competitive," explained Reiher. "Now, once faculty are tenured (after seven years) and their year comes up, they submit a proposal. It wasn't uncommon for people to be here 20 years and not have a sabbatical. From a faculty development point of view, this is a good thing. Now nine to 10 faculty participate in sabbaticals each academic year."

The benefits to the faculty and the college are powerful, Reiher said.

"It's a great program; it enriches faculty member's experiences, renews their energy and enthusiasm, and further develops their intellectual and academic experience," Reiher said. "It benefits the institution to keep the faculty energized and current."

Students gain valuable skills through undergraduate research

When Wartburg alumna Miranda Haugan '06 saw the movie, *Pirates of the Caribbean: The Curse of the Black Pearl*, she knew she had the topic for her project for Wartburg's Historical Methods class.

"I was initially planning on researching the Barbary pirates, which I was looking into because of Barbosa in the movie. Then I found information about Blackbeard and piracy in North Carolina while doing preliminary reading and switched my topic," said Haugan, now an at-risk educator and U.S. history teacher at Waverly-Shell Rock Junior High. "I told Dr. (Mary) Sommar I wanted to do my research on pirates. She didn't think I'd be able to find enough primary source material. Naturally, I set out to prove her wrong."

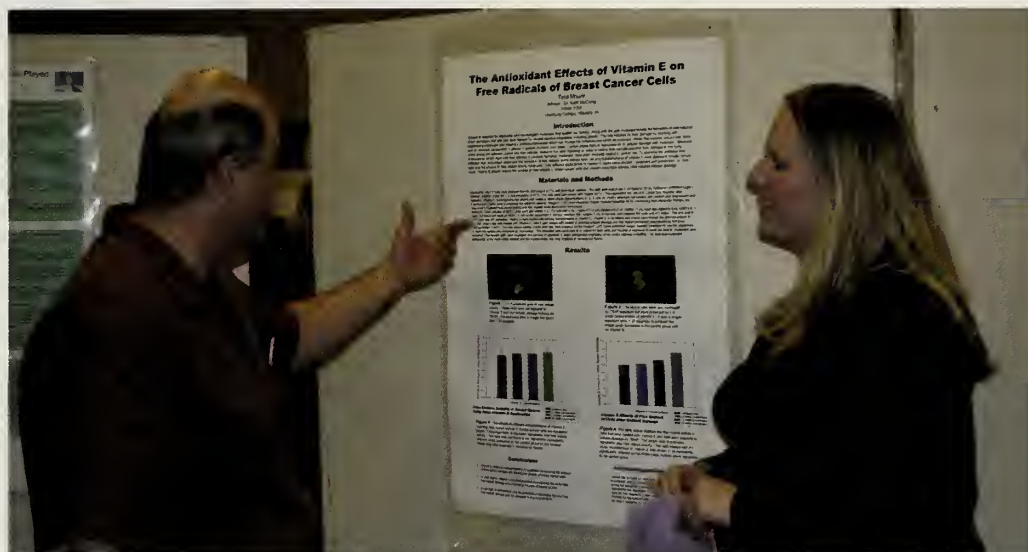
Haugan's fiancé at the time (now husband) was stationed in North Carolina, so she went to the North Carolina Department of Archives and History to collect information, which resulted in her project, "The Contemporary Problems and Perceptions of Piracy in Colonial North Carolina."

"Piracy was a concern from North Carolina's founding and not quickly resolved. It was, however, not viewed so unfavorably by all segments of society. From the colony's beginning, there was much encouragement of the practice from various groups and individuals. Although the most notable examples occurred during the Golden Age of Piracy and the governorships of Charles Eden, evidence suggests that residents were also hospitable toward pirates at other points during the colony's history," said Haugan, who received a McElroy Grant to continue her research after her third year at Wartburg.

Her project created an interest that now benefits her students, particularly in light of recent events involving piracy near Africa.

"My eighth-graders learn about piracy when we talk about mercantilism and colonial culture. It has some interesting ties to current events taking place off the coast of Africa, which is also relevant to my geography class," she said.

Her interest also led her to learn to scuba dive. She and her husband will participate in a program at Morehead City, N.C., this summer, diving to the site of Blackbeard's ship, Queen Anne's Revenge.



Poster sessions give students an opportunity to share research results with faculty and the Wartburg community.

While undergraduate research has always been part of the sciences culture, research at Wartburg is expanding beyond that.

"Now we're defining research and support for it throughout the rest of the campus. All areas benefit from the experience," said Dr. Roy Ventullo, director of undergraduate research and professor of biology.

Research prepares students for graduate school, teaches teamwork, and helps in building experiences.

"Also, any time you do research it contributes to the pool of knowledge," Ventullo added.

Paimolea '09 of Ankeny, who graduated in May with a biology major.

Ventullo said Wartburg's new science building has helped with recruiting and undergraduate research. Funding is always an issue, he said, particularly in the areas of supplies and travel.

Three programs have been established to fund student research: Fellowship Program, Small Research Grants, and Student Travel Grants. The Fellowship Program provides students with a mentored research, scholarly, or creative experience beyond that found in research or capstone courses. Fellowships may include student and faculty stipends, supplies,

and equipment and/or travel for research. Small Research Grants are for supplies and equipment under \$350 and cannot be used for stipends. Student Travel Grants provide funding for students to present research at conferences.

"Wartburg students and faculty really are striving to find answers to the world's problems, so it's rewarding to be a part of the search for solutions,"

— Nate Palmolea '09 of Ankeny

Research projects run the gamut, from social issues to environmental protection to cancer research. "Wartburg students and faculty really are striving to find answers to the world's problems, so it's rewarding to be a part of the search for solutions," said Nate

"We always need more money," Ventullo said. "The goal would be an endowment, which is something we are working toward."

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Wartburg College — Living Out Its Mission

Highlights from 2008-09

- Wartburg is one of five colleges in the nation to receive the Washington Center's Higher Education Civic Engagement Award, recognizing service-learning and civic engagement.
- Wartburg was recognized for the third consecutive year "with distinction" on the President's Higher Education Community Service Honor Roll, recognizing service.
- Wartburg is nationally classified by the Carnegie Foundation for the Advancement of Teaching as one of 12 exclusively baccalaureate colleges fostering experiential learning and community engagement.
- Based on the percentage of students on service trips, Wartburg had one of the top three chapters of Break Away, the national alternative break organization with more than 100 member schools.
- Wartburg College was one of seven national winners of the Jenzabar Foundation's 2008 Student Leadership Awards, honoring student-led groups for community service, citing the Feed My Starving Children project.
- Wartburg was one of 34 colleges in the central U.S. region profiled by Colleges of Distinction.
- Wartburg's Center for Community Engagement was selected for a 2009 Governor's Volunteer Award for "outstanding contribution of volunteer service." The CCE was designated by the city of Waverly to coordinate flood relief efforts and received the key to the city.
- Nate Palmolea '09 of Ankeny was Break Away's Active Citizen of the Year. He led two alternative break trips, served as a Site Leader at Break Away's 2009 "Poverty and Urban Renewal" Alternative Break Citizenship school, and was Wartburg's service trip program student coordinator.
- Student Body President Abhay Nadipuram '10 of Waterloo and Rachel Coleman '10 of suburban Minneapolis, received a \$10,000 Davis Projects for Peace grant to fight malaria in Guyana in South America.
- James Juett of Marion was one of three science majors in Iowa to win the prestigious Barry Goldwater Scholarship for the 2009-2010 academic year.
- Jordan Wildermuth of Geneseo, Ill., won the sole national Baccalaureate Social Work Directors Summer Policy Fellowship in Washington, DC for 2009.



Wartburg College is dedicated to challenging and nurturing students for lives of leadership and service as a spirited expression of their faith and learning.



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Members of the Winter Term service trip to Galveston scrape paint off a home, part of their renovation work following the destruction wreaked by Hurricane Ike. Wartburg had 269 students go on 20 service trips during the 2008-09 academic year.